Introduction: This unit outline provides an example of how teachers may integrate performance tasks into a unit. *Teachers may (a) use this unit outline as it is described below; (b) integrate parts of it into a currently existing curriculum unit; or (c) use it as a model or checklist for a currently existing unit on a different topic.*

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| High School Algebra1:<edit for your subject and add title> | |
| **Unit Topic and Length:** | |
| **Common Core Learning Standards:** | |
| Big Ideas/Enduring Understanding: | **Essential Questions:** |
| **Content:** <edit for your subject/topic> | **Skills:** <edit for your subject/topic>   * **Visualize** and **create** growing patterns. * **Describe** and **extend** a pattern. * **Show and Explain** method of using patterns to find possible solutions to problems. * **Recognize** that sequences are functions. **Define** a sequence whose domain is a subset of the integers. * **Write** a function that **describes** a relationship between two quantities. * **Determine** and **show** an explicit expression. * **Develop** a recursive process or steps for calculation from a context. * **Solve** quadratic equations. * **Create** equations and inequalities in one variable. * **Solve** equations and inequalities in one variable. * **Solve** quadratic equations in one variable. * **Engage** in collaborative discussions with peers. * **Explain** each step in solving a simple equation as following from the equality of numbers asserted at the previous step. * **Construct** a viable argument to **justify** a solution method. * **Use** content vocabulary in explanations. * **Organize** work using tables and charts. |
| **Key Terms/Vocabulary:** <edit for your subject/topic>   * patterns * functions * quadratic equations * linear equations * expressions | |
| **Assessment evidence and activities:**  **INITIAL ASSESSMENT:**  The **initial assessment** also allows for what is sometimes called a *touchstone task*. The task should be rich enough that it can be solved from a variety of approaches so that students can make sense of it in natural ways. Then as the unit progresses, students should be able to move to more efficient or grade-level appropriate strategies. As the students learn new ideas or procedures, students and the teacher can reflect upon how these new ideas and procedures might apply to the initial task.  <add to this for your subject/topic> | |
| **Formative Assessment Lesson:**  Use a Formative Assessment Lesson ¾ of the way through the unit to surface misconceptions and, through the course of the lesson, to provide ways for students to resolve these misconceptions and deepen their understanding. By surfacing misunderstandings the teacher is able to make mid-unit corrections to instruction. Thus, students’ experiences help to improve learning rather than waiting until the final assessment to uncover problems or gaps in learning.  <add to this for your subject/topic> | |
| **Final Performance Task:**  At the end of the unit, students will be given The Performance Task to determine how they have improved their thinking and mathematical skills over the course of the instructional unit. This task assesses students’ skills in and knowledge of designated areas.  <add to this for your subject/topic> | |
| **Learning Plan & Activities:**  <edit and add to this for your subject/topic>  Modified KWLW(**K**now, **W**ant to know, **L**earned, **W**onder) is an instructional activity for supporting students in developing a framework and actively engaging students in constructing meaning of a topic. The process can be framed by asking the following questions:   1. *What do we think we know?* 2. *Were we correct in our thinking?* 3. *What changed in our thinking?* 4. *What did we learn?* 5. *Write an explanation about what you learned.*   <edit and add to this for your subject/topic>  **Think/Write/Pair/Share** is a high leverage strategy that respects individual time to process and organize ideas before engaging in peer-to-peer discussions. This process can be used throughout the unit as a vehicle for students to self reflect, construct new meaning by building on the ideas of others, and strengthen their arguments.  <edit and add to this for your subject/topic>    **“Stop n Jots” and Journal Entries for Reflection:** Using a prompt such as, *“How has my thinking changed as a result of what I have discussed with my peers?” or “How can I improve my argument or explanation using evidence and content vocabulary?”* can provide valuable opportunities for students to tweak their own solutions, during class or for homework, and subsequently, deepen their understanding of content.  <edit and add to this for your subject/topic>    **Purposeful Questioning and Feedback** are instructional supports that can help refocus students’ attention on specific aspects of their work. The table below provides some suggestions based on some common difficulties.  **Common Issues Suggested Questions and Prompts**   |  |  | | --- | --- | | **Student makes unintended assumptions**  < add components for your subject/topic> |  | | **Student makes inaccurate drawing**  < add components for your subject/topic> |  | | **Unsystematic work**  < add components for your subject/topic> |  | | **Student does not generalize**  < add components for your subject/topic> |  | | **Student does not use algebra**  < add components for your subject/topic> | * *How can you write your answer using mathematical language?* | | <edit and add to this for your subject/topic> |  | |  |  | | |
| **Resources:**  **Websites and Web-tools used.** < add components for your subject/topic>   * <http://www.nsrfharmony.org/resources.html> * <http://www.khanacademy.org/> * <http://www.mathwire.com/archives/algebra.html>     **Materials Used** < add components for your subject/topic>   * Text Rendering or Final Word Protocols (See National School Reform Faculty Website Above) * Looking at Student Work Protocols (See National School Reform Faculty Website Above)   **Texts Used** < add components for your subject/topic> | |